

type of learner who seeks information from the Internet, and it concludes by discussing the importance of wellness and ecologic responsibility in anesthesiology practice.

Most of the work concerns itself with presenting information for, presumably, a relatively technology-naïve and pre-millennial audience, highlighting those technologies and techniques that work well with the millennial learners' style. The spectrum of technical information catalogued in this volume ranges broadly from general conceptual explanations, such as podcasts and blogs, to descriptions of virtual learning systems and technical definitions related to Web 2.0. Subject matter features practical "how-tos," examples of curricular content, and the theoretic underpinnings of virtual or Internet-based learning and interaction.

Concurrent with the reading of the distinguishing features of millennial learners, one realizes the many similarities between these and nonmillennial learners. Although millennial learners have perhaps never known life without the Internet, many nonmillennial learners may be equally conversant with technology. However, lest one assume that familiarity with technology corresponds to use of that technol-

ogy, a surprising finding presented in this book is that although awareness of Web 2.0 technology in both populations may be high, actual use of the technology in both medical student and medical practitioner populations was low. With regard to descriptions of the three types of today's learners, the self-motivated student, the student who goes through the motions, and the students "who tune us out," it seems that these are indeed accurate descriptions of learners across all generations.

The rapidity of change in technology may indeed far outpace the change in human teaching and learning habits. Nevertheless, it is incumbent upon an engaged lifelong learner to maintain an active interface with developing technology. This book provides a glimpse into an array of technologies that provides opportunities to leverage contemporary teaching and learning strategies.

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*(Accepted for publication February 24, 2011.)*

#### ERRATUM

##### **High Incidence of Burnout in Academic Chairpersons of Anesthesiology: Should We Be Taking Better Care of Our Leaders?: Erratum**

In the article that appeared on page 181 of the January 2011 issue, the cross-sectional nationwide survey that was included as the appendix refers to "program directors" and should have instead referred to "chairpersons."

##### **Reference**

De Oliveira Jr GS, Ahmad S, Stock MC, Harter RL, Almeida MD, Fitzgerald PC, McCarthy RJ: High incidence of burnout in academic chairpersons of anesthesiology: Should we be taking better care of our leaders? *ANESTHESIOLOGY* 2011; 114:181–93

#### ERRATUM

In the articles that appeared on page 317 of the February 2009 issue and page 576 of the March 2010 issue, an error was discovered in the units of measure for nitric oxide production. The correct units throughout these articles for nitric oxide production are picomoles per milligram protein.

##### **Role of Heat Shock Protein 90 and Endothelial Nitric Oxide Synthase during Early Anesthetic and Ischemic Preconditioning: Erratum**

##### **Reference**

Amour J, Brzezinska AK, Weihrauch D, Billstrom AR, Zielonka J, Krolkowski JG, Bienengraeber MW, Wartier DC, Pratt Jr PF, Kersten JR: Role of heat shock protein 90 and endothelial nitric oxide synthase during early anesthetic and ischemic preconditioning. *ANESTHESIOLOGY* 2009; 110:317–25

##### **Hyperglycemia Adversely Modulates Endothelial Nitric Oxide Synthase during Anesthetic Preconditioning through Tetrahydrobiopterin- and Heat Shock Protein 90-mediated Mechanisms: Erratum**

##### **Reference**

Amour J, Brzezinska AK, Jager Z, Sullivan C, Weihrauch D, Du J, Vladic N, Shi Y, Wartier DC, Pratt Jr PF, Kersten JR: Hyperglycemia adversely modulates endothelial nitric oxide synthase during anesthetic preconditioning through tetrahydrobiopterin- and heat shock protein 90-mediated mechanisms. *ANESTHESIOLOGY* 2010; 112:576–85